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ABSTRACT

The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. Although it is difficult for rural students to develop a global perspective because of their isolation from the cultures and instructional resources of metropolitan areas, many strategies for global education can be employed by rural schools. Teachers can use audiovisual and print materials that expand students' awareness of diverse social and natural environments. They can participate in summer global travel programs such as those sponsored by the National Council for the Social Studies. Students can write to pen pals in foreign lands, exchanging ways-of-life information. Guest speakers can share their experiences of different cultures. Rural schools can seek out corporate sponsorship for student travel including field trips to community resources as well as travel to foreign countries. Global education activities, such as those suggested by the Humans and Environment Learning Program (HELP), can be integrated into the existing curriculum for science, social studies, and foreign languages. Selected resource materials for global education are appended along with names and addresses of 16 organizations concerned with global issues. (JHZ)

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DEVELOPING STUDENT SENSITIVITY ABOUT INTERLOCKING DEPENDENCY IN NATURAL/ SOCIAL GLOBAL ENVIRONMENTS: Eco/Social Studies in Rural Schools

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Port Charlotte, Florida

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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

In 1981, a collaborative was formed for the development/delivery/evaluation of instructional programs and knowledge/skills development models in global education; Kindergarten - Grade Twelve.

In conjunction with curriculum development, GLOBAL HORIZONS is also a clearinghouse for the dissemination of literature in the field. In addition to publishing a periodic newsletter, GlobeScope, several original works have been published in national/international periodicals and by the Educational Resources Information Center (ERIC).

A series of "how to do it" and informational workshops for teacher inservice training have been designed and presented on local/regional/national levels for staff development committees and organizational meetings such as the annual NorthEast Regional Social Studies Conference and the annual convention of the National Council for the Social Studies.

Future plans call for the development of a summer travel program to selected Third and Fourth World nations, the creation of a speakers bureau, and the development of audiovisual materials for instructional use in schools.

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

Dr. Richard Peters is founder/projects director of GLOBAL HORIZONS .

Since 1970, Dr. Peters has been directly involved in the design/development/delivery/delineation of K-12 instructional programs (and related teacher inservice training) re environmental education and global studies .

Among Dr. Peters' program accomplishments are:

MAN AND HIS ENVIRONMENT

STUDENT ENVIRONMENT AWARENESS (SEA)

PEOPLE IN THEIR ENVIRONMENTS (PIE)

HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) .

Dr. Peters has been published,nationally,since 1969 in the areas of environmental education and global studies. From 1973 - 1978, Dr. Peters was administrator/director of an NIE-funded **EXPERIMENTAL SCHOOLS** (ES) project for rural schools in northern New Hampshire .

INTRODUCTION

Writing in The Social Studies Teacher[1] and for ERIC[2], this author has discussed concepts related to environment/humans mutual survival in an ever-changing, increasingly complex world .

Involvement with global studies concepts development over the past two decades has led this author to coin a new term; INTERLOCKING DEPENDENCY . By this term, it is meant that natural/social environments are interdependent ... due to man's ability to not only create 'new' environments (in both artificial and natural surroundings) but to dramatically and permanently alter and affect the function and essence of existing natural phenomena .

Today, throughout the world, nature and humans are so fused that it is nearly impossible for one to exist in the absence of the other .

During man's earliest existance on earth, he was a pawn of nature; another species to be manipulated by climate, resources, and topography . Over time, man developed abilities to cope with the natural

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1 "Developing the Concept of Cooperative Living Habitats" November 1982

2 DEVELOPING PROACTIVE ACTION STUDENT AWARENESS ABOUT AND NEED FOR GLOBAL ENVIRONMENTAL STEWARDSHIP ED 216 905 1983

environment, and then invented processes and systems by which nature could be manipulated and altered ... to suit human whims and perceived needs .

As a result of man's manipulative powers over nature, he has sometimes improved upon nature's lot ... while at times he has created catastrophic situations or damaging consequences of his actions .

THE ADVENTURE

A prime example of man's attempt to create lifespace environments ... void of the direct and indirect effects of nature ... involves experimentation with CEA; controlled environment agriculture .

CEA enables man to produce eatable foods in zero gravity and arid surroundings ... under artificial light and atmospheric conditions ! CEA technology goes hand-in-hand with space science . Someday, it is hoped that humans on earth will be able to produce sufficient quantities of food aboard revolving space stations of 'space farms' . Will this come-to-pass in our collective future because of the irreversible harm we are doing to the natural environment, on earth, today ? If the answer to that question is 'yes' ... all the more reason for us to begin, now, to train our youths in global environmental stewardship .

Theoretically, with CEA science ample quantities of food can be produced in limited spaces ... completely void of nature's infringement . An excellent example of CEA experimentation can be seen at Kraft Corporation's THE LAND exhibit, EPCOT CENTER (Florida) .

CEA is an example of how man's technology can be used to create abundance out of ruin . Unfortunately, there are example of where man's intrusion into nature has resulted in disastrous consequences .

For nearly a decade, man has been ruthlessly cutting down the Amazon River Basin rain forest . It is estimated that yearly an area the size of the state of Maine is cut ! This random, wanton cutting of the forest not only makes the land vulnerable to erosion, but it also effects photosynthesis; resulting in a drastic reduction of the earth's supply of oxygen . With the trees gone and with the animals/birds removed from their native habitat, the land is opened up for cattle raising, road building, community development, and the exploitation of nature's finite resources .

Generally, man and nature coexist in situations which benefit each ... in some way . For example, man has turned arid wastelands into productive crop raising regions, and in the process has retarded the spread of dust bowls . By making the land productive, and by enhancing the growth of vegetation ... new areas are opened up for human habitation . Wells are dug, canals are built, erosion is prevented, the soil is enriched, and 'elbow room' is assured for future generations .

Many farsighted conservationists and naturalists have guaranteed the future of many endangered species by creating habitats and shelters for their continued existence .

Writing in the Fall 1985 issue of Vista/USA , Martin Abramson discusses the development of "The New American Zoos" . Abramson states that no longer are zoos mere collections of caged beasts . Today they have become protectors of the animal world, recreating natural habitats for wildlife and using advanced programs to breed endangered species . The International Animal Exchange and the computerized International Species Inventory System (ISIS) play key roles in these processes . Among the American zoos cited by Abramson are:

BRONX ZOO (New York City)
BUSCH GARDENS (Tampa, Florida)
COLUMBUS ZOO (Ohio)
LINCOLN PARK ZOO (Chicago, Illinois)
METROZOO (Miami, Florida)
MINNESOTA ZOOLOGICAL GARDEN
WILD ANIMAL PARK (SanDiego, California) .

GLOBAL STUDIES AND THE RURAL SCHOOL CURRICULUM

It is difficult for students in classrooms to relate to the several 'worlds' about them ... but especially difficult for students in rural schools because of their isolation from metropolitan centers where, for example, valuable instructional resources such as zoos are located .

In an urban region, it is possible that students could be loaded onto a bus and taken to a nearby zoo to see, firsthand, the endangered animals of the world . That same feat would be nearly impossible to do if the students were attending a rural school hundreds of miles from the nearest zoo .

What can be done, then, for those students who are not fortunate enough to be located near valuable instructional resources ?

1. Bring the resources to the students... in the classroom. Use audiovisual materials to bring the sights and sounds of the world into the daily lives of rural school students .

   In some instances, rural school teachers may participate in summer time global travel programs such as those sponsored by the Fulbright Foundation and by the National Council for the Social Studies (NCSS) . AV materials can be 'produced' by these teachers .

2. Guest speakers can be brought into contact with students . These individuals can discuss life in selected cultures, the geography of selected lands, environmental problems, etc .

3. Literature and other print materials can be used by students to broaden their awareness/understanding of diverse natural/social environments .

4. Students can write to pen pals in foreign lands . Rural school students can exchange ways-of-life with their foreign counterparts .

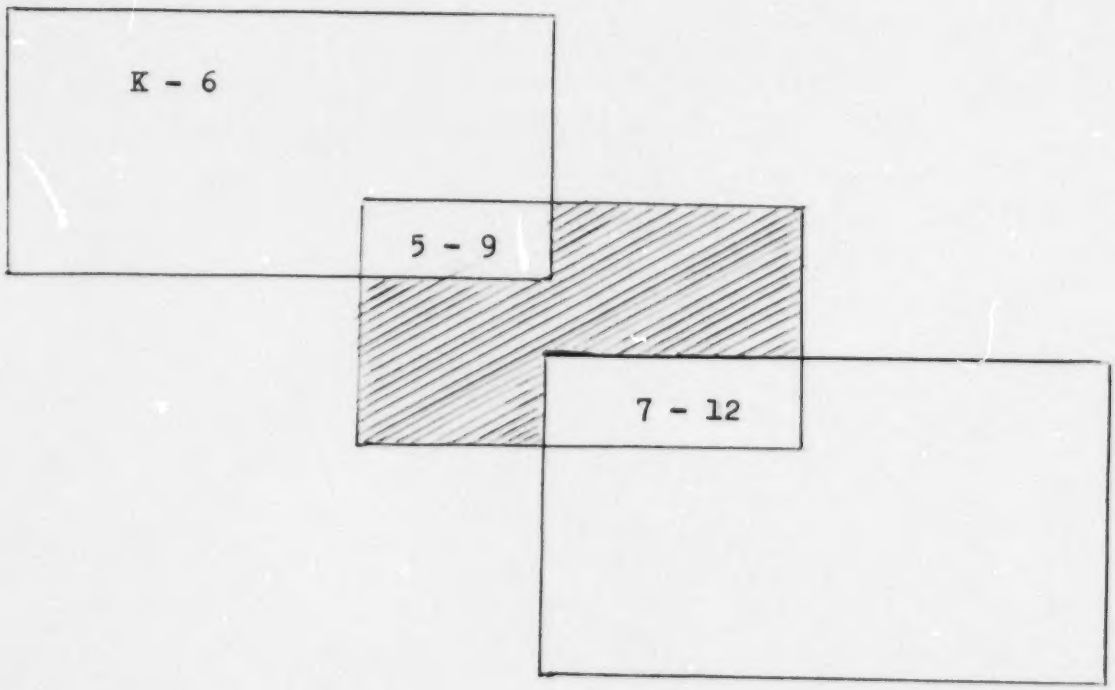
5. For those extremely fortunate students, field trips to nearby community resources (such as museums and zoos) to experience exposure activities, firsthand .

6. Student travel to foreign countries as part of the formal instructional process or as a school-sponsored summer activity .

IN BOTH OF THESE INSTANCES, RURAL SCHOOLS SHOULD SEEK OUT CORPORATE SPONSORSHIP OF TRAVEL ACTIVITIES .

Any continuous - integrated - sequential instructional program provides for initial and enrichment/reinforcement learning experiences through the several grades of elementary/secondary education .

For example: the HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) is designed to develop student awareness/understanding of global environments; natural/social, through exposure/ interaction/problem solving . The student begins as an observer, and as he/she progresses through the several grades learned skills and acquired knowledge are applied/ enriched/refined through carefully designed activities and experiences .



There is never a time in their formal education when students do not gain exposure to aspects of global studies; e.g., culture studies, geography, environmental studies, political/social issues, and current events .

SAMPLE ACTIVITIES

Any and all of these activities/experiences can be incorporated into rural schools curricula . There is no need to design new programs . These HELP lessons can be fused with on-going programs in science, the social studies, and foreign languages ... if such programs exist in the curriculum of your school .

GRADES K - 6

Students are read stories about lifestyles in foreign lands .

Students draw pictures re stories read to them . Bulletin board displays are made .

Audiovisual materials, e.g., films, slides, video tapes, are screened in the classroom .

Students watch television programs, at home, which depict life in foreign lands and which describe natural/social environments .

Students write reports about foreign lands . Reports can be given orally in class ... accompanied with audiovisual aids .

Students create stories about what they think daily life would be like in selected foreign lands.

Guest speakers discuss their experiences and travel in foreign lands .

Students write to pen pals in foreign lands .

GRADES 5 - 10

Audiovisual materials, e.g., films, slides, video tapes, are used to introduce students to foreign lands; natural/social environments .

Students write to pen pals in foreign lands .

Guest speakers discuss lifestyles/travel in foreign lands .

Students collect pictures and print accounts of life in foreign lands . Bulletin board displays are created .

Students create slide/tape presentation re their study of selected foreign lands .

During vacations students travel to selected foreign lands or to ethnic communities which might be located nearby, e.g., ChinaTown, JapanTown, GermanTown .

Students take field trips to nearby museums to study diverse cultural artifacts . Reports can be developed .

Students write stories, act them out, and record them on film or video tape . These stories are related to the culture/history and/or lifestyles of people in selected foreign lands .

GRADES 7 - 12

Students study current events in selected foreign lands . They role play decision makers re conflict/problem resolution . These activities can be recorded on film or video tape .

Students write to pen pals in selected foreign lands .

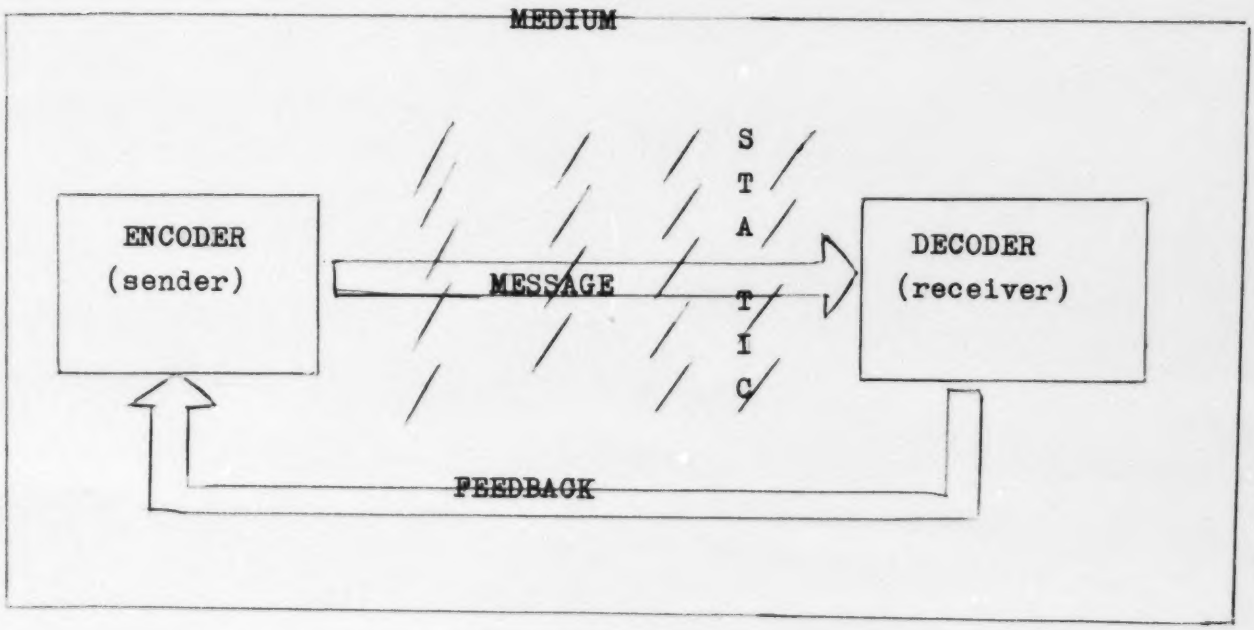
During vacations, students travel to foreign lands . Reports can be developed .

Field trips to nearby museums or zoos re culture studies; natural/ social environments .

Guest speakers discuss lifestyles and travel in foreign lands .

Students visit the UNITED NATIONS in New York City .

Students study selected foreign languages to compare how various cultures best implement the basic communication process:



ENCODER: the sender of a message ... verbal/nonverbal

DECODER: the receiver (target) of the message

FEEDBACK: the decoder's reaction/response to the message sent

STATIC: some type of interference ... which might distort the meaning of the message sent; thus envoking an incorrect response (feedback)

COMMENTS

The world, as we know it today, is at a crossroads; the future can mean increased productivity or total environmental disaster . Already, man is experimenting with ways to survive above - on - under a 'dead' planet in totally artificial environments .

It is the responsibility of GLOBALISTS; educators, multi-national industrialists, scientists, and statesmen, to bring us back from that brink of environmental disaster ... and to begin the process of rebuilding through an enlightened and informed global public . Truly, environmental stewardship should be our common goal, worldwide .

How do we achieve that goal ? First of all, eco/social studies (the study of the interrelationships or interlocking dependency between nature and humans) must be made an integral part of K-12 school curricula . This formal introduction; awareness/exposure/interaction/problem solving, must begin at an early age and be a continuous - integrated - sequential approach throughout the educational career of the individual . As a matter of fact, this process should be made part of formal education in junior colleges, universities, vocational schools, and businesses/ industries .

In 1978, Robert Leestma, USOE Associate Commissioner for International Education, stated that "interdependence is not a seasonal or a cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of national existence and clearly the shape of the forseeable future"[3].

In 1981, the National Council for the Social Studies (NCSS) defined global education as efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet . The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence .

The Florida Advisory Council on Global Education (1981) stated that global education is the process which provides students and individuals with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex

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[3] "Global Education" American Education , June 1978 .

global society . Education for a global perspective includes at least the following components: the ability to conceptualize and understand the complexities of the international system, a knowledge of world cultures and international events, and an appreciation of the diversity and commonalities of human values and interests .

The private and public sectors of a nation's social structure must share responsibility for the advancement of environmental stewardship among the masses of people ... whether at the local, regional, national, or international levels of active participation .

SELECTED MATERIALS
PRINT

Brown, Lester. BUILDING A SUSTAINABLE SOCIETY (New York: W. W. Norton and Company, 1981)

Brown, Lester. STATE OF THE WORLD (New York: W. W. Norton and Company, 1984)

Jacobson, Willard. POPULATION EDUCATION: A KNOWLEDGE BASE (New York: Teachers College Press, 1979)

Kahn, Herman. THE COMING BOOM: ECONOMIC, POLITICAL AND SOCIAL (New York: Simon and Schuster, 1982)

Marden, Parker and Dennis Hodgson. POPULATION IN THE GLOBAL ARENA: ACTORS, VALUES, POLICIES, AND FUTURES (New York: CBS College Publishing, 1982)

Miller, G. Tyler. LIVING IN THE ENVIRONMENT (Belmont, CA: Wadsworth Publishing Company, 1982)

Nam, Charles and Susan Philliber. POPULATION: THE DYNAMICS OF DEMOGRAPHIC CHANGE (Englewood Cliffs, NJ: Prentice-Hall, 1983)

Piotrow, Phyllis. WORLD POPULATION: THE PRESENT AND FUTURE CRISIS (New York: Foreign Policy Association, 1980)

Spier, Peter. PEOPLE (New York: Doubleday and Company, 1981)

SELECTED MATERIALS
NONPRINT

A FINITE WORLD. Turner Broadcasting System, Atlanta, GA (video tape)

GRAIN OF CONSCIENCE. Population Reference Bureau, Washington, DC (16mm film)

MAN AND HIS PROGRESS. McGraw-Hill Films, Boston, MA (16mm film)

OUR CROWDED ENVIRONMENT. Encyclopaedia Britannica Educational Corporation, Chicago, IL (16mm film)

POPULATION GROWTH. Biology Media, Berkeley, CA (computer-simulated laboratory)

ORGANIZATIONS

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
225 N. Washington Street
Alexandria, VA 22314

CENTER FOR CONFLICT RESOLUTION
731 State Street
Madison, WI 53703

CENTER FOR GLOBAL STUDIES
Indiana University
513 North Park Avenue
Bloomington, IN 47405

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES
Cultural Education Center
New York State Education Department
Albany, NY 12230

CENTER FOR TEACHING INTERNATIONAL RELATIONS
University of Denver
Denver, CO 80208

FOREIGN POLICY ASSOCIATION
205 Lexington Avenue
New York, NY 10016

GLOBAL DEVELOPMENT STUDIES INSTITUTE
P.O. Box 522
14 Main Street
Madison, NJ 07940

GLOBAL EDUCATION ASSOCIATES
522 Park Avenue
East Orange, NJ 07017

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies
1761 Hinton Street
Port Charlotte, FL 33954

GLOBAL LEARNING
40 South Fullerton Avenue
Montclair, NJ 07042

GLOBAL PERSPECTIVES IN EDUCATION
218 East 18th Street
New York, NY 10003

INSTITUTE FOR WORLD ORDER
777 United Nations Plaza
New York, NY 10017

OVERSEAS DEVELOPMENT COUNCIL
1717 Massachusetts Avenue, NW
Suite 501
Washington, DC 20036

POPULATION REFERENCE BUREAU
1337 Connecticut Avenue, NW
Washington, DC 20036

SOCIAL SCIENCE EDUCATION CONSORTIUM
855 Broadway
Boulder, CO 80302

WORLD FUTURE SOCIETY
4916 Elmo Avenue
Washington, DC 20014